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ABSTRACT

The objectives described in this report were to develop and implement an elementary school curriculum to meet students' needs and an inservice training program to show the teachers how to teach career development to the students. The six elementary schools in the Newport Independent School District are in a high poverty area with all of the problems of the socially, economically, and culturally disadvantaged. The academic-centered elementary curriculum in use was not relevant to the children's needs nor did it help them to relate to the world of work. To overcome these deficiencies, instructional units for each grade were written, media and materials purchased, field trips made, community resource persons consulted, and inservice workshops held. Achievement and intelligence pretests and posttests administered to the students showed a definite improvement in scores as a result of the new curriculum. The most significant gain was in the area of grades, a random sampling showing that 57 percent of students sampled improved at least one letter grade or more. Although parent involvement in the program was poor, school personnel and the community demonstrated a positive attitude toward career education. The growth of career awareness for elementary students is believed to be a way of alleviating the present high drop-out rate in the high schools. (MF)

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FINAL REPORT

THE DEVELOPMENT AND IMPLEMENTATION OF AN INTEGRATED CAREER-CENTERED CURRICULUM FOR ELEMENTARY GRADES ONE THROUGH SIX

NOREAN WILSON
JAMES ESPOSITO
FISCAL YEAR 1971-1972

NEWPORT INDEPENDENT SCHOOL DISTRICT
4TH AND SARATOGA STREETS
NEWPORT, KENTUCKY 41071

VT 016 289

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SUMMARY

Description of the Problem:

There are six elementary schools in the Newport Independent School District, containing 2,600 pupils and 120 teachers and administrators, These schools are located in an urban setting with a large number of its constituents being socially, economically, and culturally deprived.

This deprivation is seen in the high level of poverty that exists in our community where many are unemployed, are on welfare assistance, or are holding jobs which do not adequately meet their financial needs. In addition, Newport has a migrant population. Our geographical location is such that we could be described as the "Gateway to the Industrial North for the people of Appalachia". Many of these farm reared persons are at a disadvantage in an urban environment. They need help in developing new occupational skills, in getting jobs, in getting acquainted with new neighbors, in making new friends. Moreover, many of the parents of our students have a meager educational background. Therefore, it must be realized the impact these social, economic, and cultural characteristics have directly affected the attitudes and interests of their children toward their own education.

There rural people migrating to Newport have brought with them unique educational needs. The children in these families tend to be overage for their grade placement. Their reading abilities are low. Their vocabularies are limited. Their home conditions are unstable because of difficulties their families are having in getting settled in a new locality. Tensions, inevitably generated as these newcomers try to find a place for themselves in a new and different community, are transmitted to both young children and older youth. At times these tensions are manifested in gang conflicts, truancy, juveniles delinquency, antagonism toward the schools, and eventually older youth dropping out of school. Moreover, these disadvantaged youngsters come into the schools with a great lack of personal adjustment to urban life and to school, and exposure to the world of work from an urban viewpoint.

At present, the curriculum in our elementary schools is academic-centered, with preparation for higher education implied by its emphasis. This is a great inadequacy in our curriculum since the majority of our students do not finish high school, much less go on to higher education. Because the curriculum has not been adapted to meet the changing conditions, many of them brought on by the migrant population, the present curriculum does not expose our children sufficiently to the vast changing world of work. It does not help students overcome the deficiencies of their poor education background, their poor attitudes toward school and work, and poor personality and emotional development.

The lack of relevance in the elementary curriculum noted above hinders the educational program of the entire school system as a whole. Students with vast educational and personal deficiencies are not pro-

vided with the appropriate curricular experiences to help them see the direct relationship of school activities to the world of work. They do not perceive how acquiring a knowledge of the academic skills affects one's successful performance in an occupation. This eventually leads to and/or accelerates underachievement and failure. Thus, because of the inadequate curriculum the school system finds itself having further discipline problems, truancy, dropouts, and other behavior problems. In addition, the high school vocational education program is minimized and hindered because either the students dropout of school and never enter it or they have not developed the readiness to fully benefit from the vocational education program.

The drop out rate for Newport City Schools is 55.6 per cent of the students entering the ninth grade that do not complete high school. Approximately 70 per cent, on leaving the eighth grade, do not complete high school. This is so because a larger number of these students are over-aged, have a poor self-image, and have become dissatisfied with and/or fail to see a further need for school.

SCOPE OF THE STUDY

To accomplish our immediate objectives required the writing of three instructional units for each grade, purchasing the various media and instructional materials to be used in the implementation of the program, and for enrichment and interest. The training of teachers has been done through in-service workshops and by individual assistance.

The training and orientation for administering the program has involved 105 classroom teachers, six elementary principals, two supervisors, two art teachers, two music teachers, two physical education teachers, two elementary guidance counselors, one Director, two preschool in-service programs, and three in-service meetings involving the entire faculty. Dr. Larry J, Bailey, Southern Illinois University, Dr. Alfred Mannebach, University of Kentucky, and Dr. Walter Wernick, Northern Illinois University, have served as consultants; we have had in-service meetings per grade level (1 through 6) with the Curriculum Team and Director serving as the consultants.

A Citizens Advisory Committee was set up in September, 1971. The Committee was represented by two vice presidents of banks, Executive Vice President of the Chamber of Commerce, Police Sergeant, Patrolman, owner of a business machines and office supply store and repair shop, owner of a shoe store and shoe repair shop, housewife, PTA members, ministers, teachers, and the project staff. The Committee met once a month from September through June. Average attendance per meeting was ten people. It was requested by the committee that we not have too large a group for the first year, as Career Education was an entirely new concept in the community. They felt a comprehensive study by the group during the first year was necessary for building a good committee that would continue to function and do an even more effective job next year with a larger group of members. To a degree this could be labeled an in-service year for the Committee The Instructional Units

written by the Curriculum Team were discussed, teachers of various grade levels came to the meetings and brought charts, posters, pictures, and slides to demonstrate how Career Education was being integrated into the adopted curriculum taught in the different classrooms. The Committee served us well. They participated as resource people in the classrooms, and recruited other resource people from a variety of professions and occupations.

We were fortunate in having Mr. James Patton and Miss Virginia Pratt from Northern Kentucky Vocational School to assist us in introducing the project to the Committee, and attend several of our meetings.

THE OBJECTIVES PURSUED

A. To develop and implement an Integrated Career - Centered Curriculum which will meet the educational needs of students as they relate to the world of work. Essentially, attitudes, knowledge, and skills of the students must be considered in the development of the new curriculum.

   1. Attitudes
      a. To help chidlren have a desire to succeed and be self-motivating.
      b. To develop a willingness in the child to accept responsibility.
         To improve self-discipline
         To respect the rights of others
   2. Knowledge
      a. To have a knowledge of the economic system
      b. To broaden knowledge of career choices
         In job opportunities
         In job requirements
   3. Skills
      a. To improve manual dexterity with tools and materials
      b. To improve communication skills
         In ability to change
         In recognizing vital choices

B. To develop and implement an In-Service Training Program involving:
   1. Instilling into the teachers the goals and objectives of the project
   2. Demonstrating to the teachers how to use various methods to teach career development for the students
   3. Training the teachers how to incorporate the Integrated Career-Centered Curriculum into their particular program.

The tools of the project are directly related to the problem area. The primary concern of Newport City Schools is to meet the needs of our children - to expose our disadvantaged youth to the many varied career opportunities in the world of work, to show the relationship of school to the world of work, to prepare our students to enter the world of

work as productively as possible, having acquired suitable knowledge, skills, and attitudes. Also, to demonstrate the world of work as an alternative to an idle welfare existance. One of the problems is to begin to meet those needs in the first decade of a student's life. Thus, action is needed to develop and implement an Integrated Career-Centered Curriculum in the six elementary schools in grades one through six.

THE METHODS USED

The Curriculum Team at the outset was involved in the overall planning concerning the methods of integration, researching ,and reviewing materials, developing the philosophy, concepts, objectives, and activities to be used in developing and implementing the instructional units.

It was agreed that improvements of self-image is of primary importance and must be an existing factor at all grade levels. In the writing of Instructional Units two teachers from each grade level worked as a team.

For each of the units produced by and for the various grade levels, the following criteria was used as a guide.

1. The developmental stage of the child.
2. Occupations found in the basal texts and supplementary materials.
3. Wide range of activities to provide for individual differences.

The overall theme of the units was "My World and Me".

Unit	I	"My World and Me" - awareness of self
Unit	II	"Hands-on Activities" - manipulation
Unit	III	"Exploring My World" - field trips

The Curriculum Team worked one Friday and Saturday each month to produce Units II and III. Unit I was produces prior to the opening of school in September. The following people served as consultants to the team while in the process of writing Units II and III.

Curriculum Team Consultants

Dr. Alfred Mannebach, Coordinator, University of Kentucky
Mr. John Shoemaker, State Bureau of Instruction, State Department of Education
Dr. Larry J. Bailey, Southern Illinois University, Carbondale, Illinois
Dr. Floyd McKinney, State Department of Education
Miss Virginia Pratt, Northern Kentucky Vocational School
Mr. James Patton, Northern Kentucky Vocational School
Mr. Douglas McKinley, Bureau of Vocational Guidance, State Department of Education

Mr. Gary Steinhilber, Bureau of Vocational Guidance, State Department of Education
Mr. Patrick West, Early Childhood Education, State Department of Education
Mr. Russell Boyd, Mathematics Consultant, State Department of Education
Mr. Tony Koester, Social Studies Consultant, State Department of Education
Mr. Joe Clark, Reading Consultant, State Department of Education
Mr. Lynn Hodges, Environmental Education Specialist, State Department of Education
Mr. Gerry Wellbrock, Guidance Department, Northern Kentucky Vocational School
Mr. Kenneth Ray, Evaluation Consultant, Middle School, Carrollton, Kentucky
Dr. Nicholas Melnick, Elementary Education Department, Northern Kentucky University

We made no change of basal text. The curriculum change was one of enrichment through the use of film strips, supplementary books, panoramas, study prints, tools, games, manipulative toys, field trips, and resource people. A new approach to teaching was introduced through a variety of activities and teacher training meetings with the involvement of guidance counselors, supervisors, and other school personnel.

Resource people from business and industry, field trips, special teachers, Director of Food Services, supervisors, guidance counselors, janitors, and cafeteria workers were utilized.

In-service training was provided for administrators, teachers, and staff in implementing the career education program. See appendix A, page 26 for a complete list of Consultants and in-service meetings.

The Citizens Advisory Committee was a valuable asset to our program. A good source of information was provided by the Committee Members for the education and training needed to become a good worker in the business each member represented. They also pointed out qualities now lacking in the new employees being hired and made suggestions as to ways the school staff might improve students to reduce these weaknesses. (Inability to communicate and spelling topped the list in that order). The committee members served as resource people, also supplied us with other resource people, and provided their business establishments as a place for classes to visit, The committee has received the Instructional Units for study and evaluation, and have visited classrooms to see the work being done by teachers and students. By the personal contacts of the Director, the Advisory Committee, and teachers, approximately fifty occupations have been presented to our classes by resource people. Many of these persons have visited more than one classroom..These people are too numerous to mention here but the type of professions and jobs range from doctors to taxi cab drivers. See Appendix A, page 27 for complete list of resource people, professions, and occupations.

The Integrated Career-Centered Curriculum Project has been pre-

sented to local PTA meetings and also the Sixth District PTA Board, contacts have been made with Dr. Ralph Tesseener, Dr. Zelda Smith, Dr. Kent Curtis, and Dr. Nicholas Melnick of Northern Kenrucky State College, to apprise them of the program and its progress.

THE RESULTS OBTAINED

As a result of our first attempt at integrating career education into the six elementary schools of Newport, we found there is a positive attitude toward Career Education..This has been evidenced by the Superintendent, the Newport Board of Education, all principals, supervisors, special teachers, and 95 per cent of the classroom teachers. The Citizens Advisory Committee, resource people and parents that we were able to involve, were highly receptive to the program. It is their opinion that our career education program and it's continuance is the answer to a long overdue need in our educational program.

The program of career education brought impetus and enthusiasm to the classroom for teachers and students; they felt they had more freedom to utilize their own initative and thus make learning and school, in general, more enjoyable and meaningful.

Achievement tests and mental ability tests were given to 100% of the students.
Individual tests were administered in special cases.
Teachers evaluated classroom work, participation and performance.
Personality, responsibility, and attitudes tests were given

These tests were prepared by the Curriculum Team and were included in the Instructional Units.

Each teacher kept a folder for student's work with a sampling of work done at intervals.
Observations were made by supervisors, counselors, principals, and the Director.
Pictures, slides, and tape recordings, applying to the program, were used.
Reports were received from resource people who visited the classrooms.
Evaluations were made by the Advisory Committee.

These experiences and observations provided many topics for utilization in classroom discussions, and gave students an awareness that what they were learning and doing in school would be useful upon entering the world of work.

HIGHLIGHTS OF THE PROJECT

At the risk of appearing trite, we wish to reiterate that as a result of our first attempt at integrating Career Education into the six elementary schools of Newport, it is found there is a positive attitude toward Career Education, by the Superintendent, Newport Board of Education, principals, supervisors, special teachers, and 95% of

the classroom teachers. The Citizens Advisory Committee, resource people and parents that we were able to involve, are highly receptive of the program. They feel that our career education program and its continuance is the answer to a long overdue need in the educational program.

The program of career education brought impetus and enthusiasm to the classroom for teachers and students. They feel they have had freedom to utilize their own initiative and thus make learning and school, in general, more enjoyable and meaningful.

Field trips gave the students a wide variety of acquaintances with professional services, personal services, and business and industrial enterprises. The opportunity to explore the world of work in each student's own community and beyond and observing real people at work on their jobs was a very successful enterprise. Students learned by first hand observations and experiences that the producing of goods and services are essential to everyday living, that people are interdependent upon each other for completion of jobs. These experiences and observations provided many topics for classroom discussion; students received a first hand awareness that what they were learning and doing in school would be useful upon entering the world of work. See Appendix A, page 28 for complete list of field trips.

Hands on activities with tools in the construction of stools, tables, whatnots, bookshelves for the classroom and other items took on a new meaning. There was cooperation in working and much pride in the quality of their finished products.

The world of work, through career planned guide lines and units of activity, became part of the child's way of learning. The students learned there is dignity in all kinds of work, and each one can take pride in a job well done. A new meaning came to be his from this learning, namely, "An honest day's work for an honest day's pay."

RECOMMENDATIONS FOR THE FUTURE

At the local level it is recommended that a systematic framework involving administrators, principals, supervisors, and teachers be utilized in various types of in-service work; ie.

1. Sharing ideas for the development and improvement of activities to be used in the classroom.
2. Collection and distribution of data.
3. Reviewing and reporting on new career educational material as it is published and accumulated.
4. Select and have approporiate staff members serve on panel discussions. This should be rotated if possible to build understanding and communication.
5. Have some just plain "rap sessions."

More involvement of leaders from all the State Departments with the local Career Education Project,ie:

1. On site visits to the project schools.
2. More frequent meetings of the Director with the Project Monitor.

The role of the guidance couselors need to be more clearly defined, eapecially in the elementary school. If every school system cannot financially afford a guidance counselor proportinate to the number of teachers and pupils to be served, it is recommended that trained curriculum people be assigned to work with the teachers in the implementation of Career Education.

It is important that the Director be supplied with an outline giving details as to the data to be collected for the State Department of Education, and the form or nature of the reports to be presented at the beginning of the school sessior.

INTRODUCTION

The Staff and Curriculum Team assembled on July 6, 1971, to begin the planning, development and implementation of the Integrated Career-Centered Curriculum Project with University of Kentucky Coordinator Dr. Alfred Mannebach, Mr. John Shoemaker, State Department, Bureau of Instruction, and Robert Gearhart, Newport City Schools, serving as the consultants.

The initial start involved group discussions of long range goals and objectives, hopefully to be attained as a result of the ensuing years work. After tentative goals and objectives were established, materials to be used were researched, previewed, and evaluated to determine the kinds of things to purchase that would be of the greatest value to the teachers for instructional purposes, enrichment of the present curriculum and implementation of career education. These tentative basic decisions formed the structural framework or guides for producing Unit I to be used as an instructional guide.

The major goal of the Newport Schools beginning July 1, 1971, to June 30, 1972, was the development and implementation of an Integrated Career-Centered Curriculum Project for 100 per cent of the students in grades 1 through 6. The basic plans were to produce three Instructional Units for each grade (1 through 6) integrating career awareness with the present adopted curriculum whenever possible.

From the start of the project we kept in mind that our educational goals must be immediate as well as long-range; immediate to change attitudes, broaden knowledge, and lay the foundation for skills through "right now" experiences and activities in the classroom, to show the relationship of school to living and world of work. Long range goals to prepare each student to enter the world of work as productively as possible, equiped with attitudes, knowledge, and skills which will enable him to become a better adjusted citizen and successful in his or her chosen occupation or profession.

To accomplish our immediate goals, the writing of the three Instructional Units for each grade was required, also the purchasing of the various media and instructional materials to be used in the program as implementation for enrichment and interest. The training of teachers through in-service and individual assistance and the setting up of a Citizens Advisory Committee were also a must. See Appendix A, page 29 for a complete list of materials.

To accomplish our immediate goals required the writing of the three Instructional Units for each grade, purchasing the various media and instructional materials to be used in the implementation for enrichment and interest. The training of teachers through in-service and individual assistance, and setting up a Citizens Advisory Committee.

Training and orientation for administering the program involved 105 classroom teachers, 6 elementary principals, 2 supervisors,

2 art teachers, 2 music teachers, 2 physical education teachers, 2 elementary guidance counselors, 1 director, 2 pre-school in-service program, 3 in-service meetings involving the entire faculty, with Dr. Larry Bailey, Southern Illinois University, Dr. Alfred Mannebach, University of Kentucky, and Dr. Walter Wernick, Northern Illinois University, serving as consultants, 2 in-service meetings per grade level 1 through 6, with the Curriculum Team serving as the consultants.

A Citizens Advisory Committee was another integral part of the program. This committee was set up in September, 1971, represented by two Vice Presidents of Banks, Executive Vice President of the Chamber of Commerce, Police Sergeant, Patrolman, owner of business office supply and machines store and repair shop, owner of a shoe store and shoe repair shop, housewife, PYA members, ministers, teachers. and the project staff. The Committee met once a month from September through June. Average attendance per meeting was ten people. It was requested by the committee that we not have too large a group for the first year, as Career Education was an entirely new concept and they felt a comprehensive study by the group the first year was necessary for building a committee that would continue to function and do a more effective job next year with a larger group. To a degree I supppse this could be labeled an In-service year for committee. We discussed the Instructional Units written by the Curriculum Team, teachers came to the meetings and brought charts, posters, pictures, and slides to demonstrate how Career Education was being integrated into the adopted curriculum taught in the various classrooms.

We were fortunate in having Mr. James Patton and Miss Virginia Pratt from the Northern Kentucky Vocational School to assist us in introducing the project to the committee.

There were two Open House meetings of the committee, one at Arnold School, the other at A.D. Owens School. At these meetings the committee visited the classrooms to see the work the students were doing. Written work was examined in the children's folders (each student kept a folder of classroom work, tests, and drawings). They saw other visible media such as bulletin boards, weaving, crocheting, bird houses, go-carts, whatnots, tables, footstools, step stools, cutting boards, and other things made by the students. Some made wood houses and furniture for the houses, other cut straw, mixed it with mud and made their own bricks to build adobes. There were many other types of things produced that were usable and/or of educational value.

The committee served the project well. They served as resource people, helped us obtain other resource people, and permitted our classes to visit their place of business.

The Curriculum Team and Staff met one Friday and Saturday each month from September, 1971, through May, 1972, plus one extra Saturday in May. The Friday and Saturday meetings were used for writing the Instructional Units II and III, evaluating the progress of the classroom work, preparing tests for teachers and children to get the feel of attitudes, interests, needs, and opinions of the teachers as to how

we might improve the program.

To assist us in the completion of our units of work for the Career Education Program the following Consultants from the State Department Bureau of Education were very helpful.
Mr. Patrick West, Early Childhood Education
Mr. Wendell Cave, Science Education
Mr. Lynn Hodges, Environmental Specialist
Mr. Russell Boyd, Mathematics
Mr. Tony Koester, Foreign Languages and Social Studies
Mr. Joe Clark, Reading
Mr. Kenneth Ray, full time Evaluator for the Middle School, Carrollton, Kentucky
Dr. Nicholas Melnick, Northern Kentucky State College.

The key people in the development and implementation of the Newport Integrated Career-Centered Curriculum Project was the Curriculum Team made up of 12 elementary teachers, two for each grade level, 1 through 6.

Grade 1	Norma Jolly - Sally Coomes
Grade 2	Edna Taulbee - Patricia Anderson
Grade 3	Nola Rowley - Anne McDaniel
Grade 4	Lona Kemplin - Thelma Teremi
Grade 5	Sue Eviston - Mike Vidas
Grade 6	Michael Jacobs - Garland Turner

The project staff are as follows:
Director - Norean Wilson
Counselors - James Esposito and Jill Thompson
Secretary - Judy Slone

For two weeks the team concentrated on methods of integration, research, and reviewing materials, developing the philosophy, concepts, objectives, and activities to be used in developing and implementing the Instructional Units. This criteria to be used as a guide for all the units was as follows:

1. The developmental stage of the child
2. Occupations found in the basal texts and supplementary materials
3. A wide range of activities to provide for individual differences

The specific objectives were to develop and implement an Integrated Career-Centered Curriculum which would meet the educational needs of students as they relate to the world of work. Essentially, attitudes, knowledge, and skills of the students were to be considered in the development of the new curriculum.

A. Attitudes
   1. To help children have a desire to succeed and be self-motivating.
   2. To develop a willingness in a child to accept responsi-

bility.
To improve self discipline
To respect the rights of others

B. Knowledge
   1. To have a knowledge of the economic system
   2. To broaden knowledge of career choices
      In job opportunities
      In job requirements

C. Skills
   1. To improve manual dexterity with tools and materials
   2. To improve communication skills
      In ability to change
      In recognizing vital choices

After the basic criteria and objectives were established by the team and staff the two team members from each grade level worked as a team for the next four weeks to produce the Instructional Unit I, entitled "Me". In addition to writing the unit they prepared materials for the two day in-service Training Program for all teachers prior to the opening of school to be used for the orientation and implementation of the project. Large, illustrated charts were made to present to the group showing the over all perspective and outline of the years work.

The progress and direction of Phase II of the project was monitored by Dr. Alfred Mannebach of the University of Kentucky Research Coordinating Unit for Vocational Education, and Mr. John Shoemaker of the Division of Elementary and Secondary Education, Bureau of Instruction.

GENERAL CONCLUSION

The participants in the project was approximately 2600 students. These students were actively engaged in child-centered activities integrated into the present adopted curriculum. These activities were developed and implemented throughout the school year 1971-1972. For types of activities see Appendix A. Page 30. These activities were selected through pupil interest in careers which were founded and presented to them in their day by day classroom curriculum experiences. The choice of these activities stemmed from the decisions of the students guided by the classroom teacher.

METHODS

The development and implementation of the Integrated Career-Centered Curriculum evolved over the 1971-1972 school year with the derivation of its curricular program coming in the main from the efforts and directions of the elementary teachers. They were utilized to insure the resulting prod would be more workable and a realistic model for a "career development curriculum."

The elementary teachers were represented by six teachers from the six grade levels in a Planning Task Force to help plan and develop the proposal for the project. Over a period of four meetings the Planning Task Force provided the essential information, direction, planning, and decision-making for the preparation of the proposal for this project. The Planning Task Force consisted of the six elementary teachers, one elementary principal, the junior high Guidance Counselor, the High School Coordinator of Vocational Education, the Director of the In-Service Educational Programs, an elementary supervisor, the Coordinator of Federal Programs, and the Director of the project. And in addition, members of this Planning Task Force continued to function as a part of a Curriculum In-Service Team.

The Curriculum Team at the beginning, was involved in the over all planning concerning the methods of integration, researching, and reviewing materials, developing the philosophy, concepts, objectives, and activities to be used in the development and implementation of the Instructional Units.

It was agreed that improvements of self-image must be an existing factor at all grade levels. In the writing of the Instructional Units teachers from each grade level worked as a team.

For each of the units produced by and for the various grade levels the following criteria was used as a guide. (See Volume 2 for units produced).

1. The developmental stage of the child.
2. Occupations found in the basal texts and supplementary materials.
3. Wide range of activities to provide for individual differences.

The overall theme of the units was "My World and Me".

Unit I "My World and Me" - Awareness of self
Unit II "Hands-on Activities" - manipulation
Unit III "Exploring My World" - Field trips

The Curriculum Team worked one Friday and Saturday each month to produce Units II and III. Unit I was produced prior to the opening of school in September.

The grade segments of the program included 100 per cent of the students in grades one through six. The teachers involved were

1. Classroom 105
2. Speech 4

3.	Remedial Reading	5
4.	Physical Education	2
5.	Music	2
6.	Art	2

The Staff and Curriculum Team, as before stated, were responsible for producing three Instructional Units, preparing for In-Service meetings and/or other teacher training, orientation, and selecting various types of teaching media for Career Education.

After the three Instructional Units were completed, there were two pre-school days of orientation and five in-service meetings during the school year, 1971-1972. Unit II on activities was completed in January 1972. Unit III - Exploring My World - field trips, was completed in April, 1972.

Our Career Developmental Program aimed to provide for the meeting of persistent life situations through different experiences, by having a balanced developmental curriculum. Thus enabling the learners to deal with situations when and as they occur. For example, using tools, machines, and equipment is a persistent life situation, met under varied conditions at different levels of learning. Likewise, providing a balanced development requires consideration of ways to acquaint children with new, appropriate experiences which will enrich the total pattern of their living. It is not sufficient to deal only with that which is immediate, we must guide the learners into going beyondthe immediate situation. Children need to grow in ability to deal with persistent, common life situations in ways that provide for meeting the "New and Changing" ways as well as those of the present.

Developing a sense of responsibility to other people is an objective of general education, and it is also a necessary attitude in many vocations. The fact that any persistent life situation may be faced under circumstances calling for special competence requires that both elementary and secondary schools must include both general and specialized education in their curriculum.

The world of work through career planned guide lines and units of activity have become part of the child's way of learning. He has been taught that there is dignity in all work, and he can and should take Pride in a job well done. A new meaning came to be his from his learning experiences. "An honest day's work must be done for an honest day's pay".

FINDINGS

Report of James Esposito
Guidance Counselor

Testing

In November, 1971, the students in the elementary schools in the Newport School System were administered an achievement test and an intelligence test.

Six elementary Schools participated in the testing. Otis-Lennon Mental Ability Tests were administered to 741 second and third grade students and to 1088 fourth, fifth, and sixth grade students.

Metropolitan Achievement Tests were administered to 738 second and third grade students. The second grade levels were administered the Primary I, Form F, the third grade, Primary II, Form F.

Stanford Achievement Tests were administered to the fourth, fifth, and sixth grade students. The number tested was 1099. The fourth and fifth grade received the Intermediate I, Form W, the sixth grade students, Intermediate II, Form X.

Grade Level
Summary of
INTELLIGENCE AND ACHIEVEMENT TESTS

Grades Two and Three

Otis-Lennon Mental Ability Tests

Grade	No. Tested	Avg. I.Q.
2	419	93.6
3	322	91.8

Total Tested ---- 741

Metropolitan Achievement Test

Grade	No. Tested		Avg. Grade Equivalent	
	Reading	Math	Reading	Math
2	423	418	1.92	2.08
3	315	327	2.66	2.85

Total Tested ---- 738 745

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Grades Four, Five, and Six

Otis-Lennon Mental Ability Tests

Grade	No. Tested	Avg. I.Q.
4	363	93.3
5	357	93.6
6	368	92.0

Total Tested ---- 1088

Stanford Achievement Tests

Grade	No. Tested	Avg. Grade Equivalent Total Battery
4	364	3.4
5	358	4.2
6	377	5.1

Total Tested ---- 1099

PRIMARY
Summary of Intelligence and Achievement Tests
By School and Grade

Otis-Lennon Mental Ability Tests				Metropolitan Achievement Tests		
					Grade Equivalents	
School	No. Tested	Avg. I.Q.	Grade	No. Tested	Reading	Math
Arnold	120	88.95	2	121	1.78	1.88
	74	86.63	3	73	2.43	2.60
Dora Cumming	74	92.90	2	75	1.97	2.19
	68	91.60	3	68	2.76	2.96
Mildren Dean	25	99.70	2	25	2.00	2.20
	36	95.45	3	36	2.80	3.10
Fourth Street	39	93.80	2	38	1.90	2.05
	25	84.90	3	26	2.60	2.60
Grandview	18	98.00	2	18	2.10	2.30
	21	96.40	3	21	2.50	2.80
A.D. Owens	143	90.22	2	144	1.78	1.84
	9	93.88	3	97	2.85	3.02

INTERMEDIATE
Summary of Intelligence and Achievement Tests
by Grade and School

Otis-Lennon Mental Ability Test				Stanford Achievement Tests	
School	No. Tested	Avg. I.Q.	Grade	No. Tested	Total Battery Grade Equivalent
Arnold	104	92.35	4	107	3.15
	80	88.60	5	81	4.02
	78	72.20	6	83	5.12
Dora Cumming	62	91.05	4	62	3.32
	58	95.70	5	58	4.29
	65	97.30	6	62	5.05
Mildred Dean	28	92.30	4	26	3.46
	44	98.30	5	45	4.58
	36	99.60	6	36	5.46
Fourth Street	42	96.45	4	43	3.33
	47	84.95	5	46	3.69
	43	91.30	6	43	4.62
Grandview	20	95.00	4	19	3.52
	25	97.60	5	25	4.39
	32	98.70	6	32	5.72
A.D. Owens	106	92.73	4	107	3.39
	104	96.38	5	103	4.33
	114	92.75	6	121	4.30

ACHIEVEMENT TESTS

The project staff chose to use Arnold School as the pilot school for its testing program. Reasons for choosing Arnold were twofold: First, its school population was sufficient, secondly, its school population represents the best cross-section of the citizenry of the city of Newport.

Arnold School has an enrollment of nearly 700 students which represents 25 per cent of the enrollment in Newport Elementary Schools.

With the exception of the first grade, all grades were given a pre-test and a post-test. The pre-test was administered November, 1971; the post-test was administered in May, 1972.

Grade two was administered the Metropolitan Achievement Test, Primary I Level, Forms F and G. Grade three was administered the Metropolitan Achievement Test, Primary II Level, Forms F and G. These tests were all administered the same day, groups were the actual classroom groups, and were administered within the classroom.

The fourth and fifth grade students were administered the Stanford Achievement Test, Intermediate I Level, Forms W and X. The Sixth grade students were administered the Sat. Intermediate II Level, Forms W and X. Once again, all tests were administered the same days, in class size groups, within the classroom.

For comparison purposes we chose to use grade equivalents. The figures shown on the chart represent average or mean figures. First, the average test battery was determined, then for each class, and then for each grade level.

The results are charted thus:

Arnold Elementary School
Metropolitan Achievement Tests
Primary I & II, Forms F & G
Grades 1 - 2 - 3

Grade	Number tested	Date	Average grade equiv.
1	127	May, 1972	1,8
2	121	Nov. 1971	1.8
	115	May, 1972	2.4
3	73	Nov 1971	2.7
	82	May, 1972	3.3

Arnold Elementary School
Stanford Achievement Tests
Intermediate I & II, Forms W and X

Grades	Number tested	Date	Average grade equiv
4	107	Nov. 1971	3.3
	100	May, 1972	3.7
5	81	Nov. 1971	4.3
	93	May, 1972	4.7
6	83	Nov. 1971	5.2
	71	May, 1972	5.6

ATTENDANCE

Once again Arnold Elementary School was used as the pilot school for attendance reporting. The attendance showed no appreciable gain. While the attendance was better, there was no significant change.

Attendance figures arrived at by comparing the school year 1971 - 1972 to the school year 1970-1971. The daily membership and daily days attended was used to get the percentages.

Arnold Elementary School

School Year	Days Attendance	Days Membership	%
1970-1971	109,101	117,036	93.22
1971-1972	102,942	110,014	93.57

Total Gain of .35 % For Year 1971 - 1972

GRADES

This area shows the most significant gain. A random sampling was taken of grades. Once again comparing this school year, 1971-1972 to last school year 1970-1971. A ten per cent sampling was taken of the Arnold School enrollment.

Of the sampling taken 57 per cent of those sampled showed an improvement in their grades. The improvement showed at least one letter grade or better.

Teacher Survey of Career Exploration Project April, 1972

All teachers in the Newport Elementary School System were surveyed in April, 1972. Of the total surveyed, 90 per cent responded.

Questions asked and the responses follow:

1. The program as it now exists meets my personal objectives for instruction.

Yes	No	Don't Know
61%	36%	3%

2. The program has helped my students better understand the world of work

Yes	No	Don't Know
88%	7%	5%

3. Their (students) interest level seemed

a.	Higher than last year	40%
b.	Lower than last year	3%
c.	About the same	30%
d.	Don't Know	24%
e.	No Response	1%

CONCLUSIONS

Public relations man, curriculum innovator, resource person, social worker, teacher advisor, aid to the principal, testing, guidance counselor. Theee were some to the many things or titles I could have assumed at one time or another during the course of the past year. None of which were outside the field of guidance, as far as my situation was concerned.

As a counselor I did all the things that counselors are supposed to do, but so rarely get an opportunity to do. It was definitely a growth year for me. I might also add, a very enjoyable year.

The first or beginning of the program began with helping the teachers write curriculum guides, I had a great deal of imput into the booklets, and was used by the Curriculum Team for that ever needed guidance, but more importantly for ideas. This perhaps was the hardest take since I had never really taken an active role in curriculum development. It is my opinion that guidance people should become more active in this phase of education. There is a great deal of imput guidance personnel can contribute to the writing of curriculum. Also, you can help referee the arguments, and this is very necessary, since you are a third party people will listen to.

School began and I had an "identity crisis". Who was I? What was I? What were my duties? Where was I? Where was I going? Who was I? I had to answer all of these questions for myself first, and then try to relate to teachers, students, and principals. Acceptance was great by all concerned. A real "break-through" was made, the students accepted me and used me. After all they were the most important people.

But what happened later? I found the teachers needed that "shoulder to cry on", the words of encouragement, the little bits of advice to help them in their classrooms, or just a nice word or a smile. This didn't exactly tear my ego apart either!

Then I became the ogre that Guidance Personnel always become with their group testing. I made it a point to go to all the classrooms and explain the tests and the reason for the tests. This helped smooth over the rough spots for both students and teachers. In fact the students began to tease me about the tests!! What an outcome!!

The home visits were not as frequent as I would have liked them to be. A tremendous public relations thing, this phase of the program is vitally important. Unfortunately, the days are not long enough and there is not enough guidance personnel.

I also helped to test students individually and pre-test the pre-first graders. This was quite an experience.

The best part of guidance has always been and always will be working with the young people. I could write a book about my experiences this year. It is my feeling that my successes were better than my failures working one on one. I'm smiling as I write this. I can see so many faces before me. However, there was much ground I left unturned. I was totally and completely out-numbered. We need more guidance counselors in our elementary schools.

Now what about the Integrated Career-Centered Curriculum Project? It worked. It got young people involved, it got teachers involved, it got the community involved. Interest was generated in the minds which had, in the past, not been touched. This program needs to be continued. It has generated an interest in our schools by both students and parents. It has caused teachers to become innovative, imaginative, and creative. Any program which can do these things has to be good--no!! GREAT is a better word.

For the record, here are, in numbers, some of the things I did. These numbers, however, do not list accomplishments.

Group Conferences	191
Principal & Teacher Conferences	283
Individual Conferences	102
Individual Tests	74
Home Visits	20
State & Local Meetings	30

Assisted and set-up group testing
Helped administer VMI tests to pre-first grade students

And lastly, I hope I helped a lot of kids. It was certainly a fun year.

James Esposito

CONCLUSIONS

Accomplishments:

I feel that the strength of our accomplishments within the program are as follows. We have developed a positibe attitude toward Career Education in grades one through six in our six elementary schools. The change in attitudes on the part of the teachers and pupils has gone from a negative to a positive approach. As shown in another segment of this report, 95 percent of the teachers and pupils are in favor of Career Education. Many of the teachers were asking the question, "May we continue to follow the Instructional Units and teach Career Education next year if the program is not funded by the state?"

I feel that the Instructional Units is number one on the list of accomplishments. The teachers have used them constantly, and suggested that we make no changes in them.

More than one hundred sets of our Instructional Units have been requested and distributed for study by schools who were preparing to develop a Career Education program. Following is a list of the different states that have been supplied with the Instructional Units and other materials pertaining to our program.

Connecticut	Utah
Ohio	New York
Montana	Maryland
Illinois	North Dakota
Alabama	Delaware
California	Massachusetts
Arizona	Kentucky

Use of Resource People in the classroom and the Citizens Advisory Committee was another step forward in Career Education. They highly approved of the program and as they studied and observed the development of it, they felt they would be more knowledgeable and could be of more benefit to the project in the coming year. See Appendix A, Page 31 for direct quotes of evaluation by the Citizens Advisory Committee.

The field trips and materials were another positive asset to our program. Many of our students were aware for the first time that they were a part of the community in which they lived, and that they were dependent on the goods, services, and places of business for their survival. For some it was their first bus ride, for many it was their first trip out of the city. Because of this opportunity our students certainly were made aware of the world of work and learned that many people do work for an honest day's pay, and necessarily so, to provide commodities for everyone. As one third grader said on his return from the Proctor and Gamble Soap Factory, with his box of samples, "I didn't know people had to work to make this stuff."

Non-Accomplishments"

There was not enough involvement of the Administrative Staff. All approved of the Project, but due to the heavy load of administrative duties, active participation was greatly curtailed.

Parent involvement in the program was poor. The Curriculum Team and Staff have been greatly concerned over this lack of parent involvement, and after a year's struggle, we have concluded that personal contact in each and every home is the only remedy for this situation. Appeals were made to the P.T.A. by the Director. Attendance at the P.T.A. meetings represented only a small number of homes. P.T.A. parents, resource people, and chaperones for field trips were the parents most involved.

Dissemination of information through the news media did not meet with expectations.. Only two articles were published by the Cincinnati Enquirer, one in the Kentucky Post and Times Star. The Newport School Newsletter did devote a large article on the Integrated Career-Centered Curriculum Project which was circulated in the community. See Appendix A, page 35 for newspaper articles.

Attendance showed no appreciable gain for the year as indicated in the chapter entitled, "Findings". For a period of time, our records did show an increase, but when childhood diseases, so prevalent in grades one through six, namely mumps, measles, chicken pox, and whooping cough made their usual invasion throughout the school system the percentage of attendance dropped. I personally do not believe that increase in attendance should be included in the elementary schools as a main goal for Career Education due to this factor. However, I sincerely believe that Career Education focused on self-awareness and career awareness beginning in kindergarten or grade one and continuing through grade twelve will show a decline in the number of students who dropout of school when they reach age 16.

SUMMARY OF ACCOMPLISHMENTS

We now realize that through the Instructional Units produced, the field trips experienced, the construction of the tangible products through manipulative tools, and producing of educational materials, that we have laid the grass roots for Career Education in our school system. There still remains much to be done, but we feel much has been done to make education for our children more relevant for meeting persistent life situations.

APPENDIX

IN-SERVICE

RESOURCE PEOPLE

FIELD TRIPS

MATERIALS

TYPES OF ACTIVITIES

QUOTES FROM ADVISORY COMMITTEE

CONFERENCES ATTENDED

VISITS TO PROJECT BY STATE AND UNIVERSITY PERSONNEL

NEWS ARTICLES

- DROPOUTS
- POST OFFICE
- REAL VALUE OF WORK

IN-SERVICE MEETINGS

Date	Place	Conducted By
August 30, 1971	Arnold School	Norean Wilson Dr. Al Mannebach Curriculum Team
September 27, 1971 Perceptual Motor Work Shop	A.D. Owens School	James Wheeler, Dayton, Ohio
October 18, 1971	Newport High School	Dr. Larry J. Bailey
January 25, 1972	A.D. Owens School	Dr. Al Mannebach
March 2, 1972	A.D. Owens School 5th Grade	Sue Eviston Michael Vidas Norean Wilson
March 9, 1972	Dora Cumming School 6th Grade	Mike Jacobs Garland Turner Norean Wilson
February 15, 1972	A.D. Owens School 2nd Grade	Edna Taulbee Patty Anderson Norean Wilson
February 17, 1972	Mildred Dean School 1st Grade	Norma Jolly Sally Coomes Norean Wilson
February 9, 1972	A.D. Owens School 4th Grade	Thelma Teremi Lona Kemplin Norean Wilson
February 28, 1972	Arnold School 3rd Grade	Nola Rowley Anne McDaniel Norean Wilson
March 4, 1972	Arnold School	Mr. Kenneth Ray met with Curriculum Team
May 5, 1972	A.D. Owens School	Dr. Walter Wernick Norean Wilson Curriculum Team
May 6, 1972	Arnold School	Dr. Walter Wernick met with Curriculum Team
May 23, 1972	Arnold School Grades 1, 2, & 3	Norean Wilson
May 26, 1972	A.D. Owens School Grades 4, 5, & 6	Norean Wilson

RESOURCE PEOPLE

American League Football Player
Architects
Auto Mechanics
Bank Teller
Baby Sitters
Barbers
Beauticians
Bee Keeper
Cab Drivers
Carpenters
Clerks
Cobbler
Cooks
Dietician
Doctors
Electricians
Executive Secretaries
Firemen
Florist
Grocers
Housewives
Janitors
Lawyer
Manufacturers Representative
Meat Cutters
Mechanical Drawer
Ministers
Nurses
Pharmacists
Plummers
Policemen
Principals
Psychiatrist
Sales Ladies
Salesmen
Shoe Store Owner
Teachers
Truck Drivers
Vice President of Bank
Waiter
Waitresses

FIELD TRIPS

Zoo
Newport Fire Department
Eden Park
Cincinnati Fire Museum
Fantasy Farm
Cincinnati Gas & Electric
Newport Post Office
Halloween Parade
Airport
Nature Walk
B & O Train Exhibit
Greenhouse
Nativity Scene
Turkey Farm
Clover Leaf Dairy
Newport Public Library
Circus
White Castle Bakery
Fountain Square
Newport Walking Tour
Newport Court House
Newport Jail
Newport County Clerk's Office
Cincinnati Train Station
Nie's Shoe Repair Shop
Rainbo Bakery
Cincinnati Art Museum
Cincinnati Library
Air Force Museum
Museum of Natural History
Newport Mall
Plantetarium
Bybee's Dog Kennels
Aullwood Farms
Carew Tower
Continental Bakery
FBI - Cincinnati
Frisch's Commissary
Frisch's Farm
Devou Park
Procter & Gamble
Glenn Schmidts Bowling Lanes
Cincinnati Court House
WCET - T.V. Station
Downtown Cincinnati
Cincinnati Post Office
Cincinnati Stores
Children's Theater
Janitor's Room - School
Cincinnati Fire Department
Beauty Shop
Dry Cleaners
Turner's Grocery
Ebert's Meat Market
Coca Cola Company
Cincinnati Post & Times Star
Husman's Potato Chip Company
Northern Kentucky Vocational School
Cincinnati Water Works
Farm
American National Bank
State Capitol - Frankfort
Ohio River
Sanitation Department
Taft Museum
V.A. Research Center
Florist
Cincinnati Bible Seminary
Zoological Gardens
Flood Wall
Delta Queen - Riverboat
Fisher Body Plant
Walt's Bowling Lanes
Cincinnati Symphony
Big Bone Park
Riverfront Stadium
Peter Noll Park
Wig Shop
Pet Shop
Community Park
Toy Store
Newport High School
Bakery
Campbell County Park

A total of 8,466 students participated in the above list of field trips.

MATERIALS

Bolts & Nuts - Manipulation and Construction

Books

Film Strips

Games

Panoramas

Records

Study Prints

Tools

Toys - Manipulatory

Work Benches

FREE MATERIALS

Cloth

Clothing & Accessories

Magazines & Newspapers

Old Bicycles

Sewing Machines

Wood

Yarn

ACTIVITIES

Airplanes

Baking Cookies and Rolls

Banking

Bee Keeping

Bicycle Repairs

Book Making

Carpentry

Clothing

Construction Work

Cooking

Communications

Dairy

Developing a Model City

Family

Fifth Grade Unit on Occupations in Kentucky

Fishing for Work and Pleasure

Food Services

Food Tasting

Furniture and Wood

Grocery Stores

History of Tools

Inventions

Knitting

Library - Public & School

Making Butter

Making Ice Cream

Making Candy

Making Toys

Making Wastebaskets

Materials - Clothing

Me

Mining

Paper from Tree to Sheet

Pets

Radio

Railroads

Steel Storage Racks

Telephone

Television

Transportation

Weather Stations

QUOTES FROM THE CITIZENS ADVISORY COUNCIL

"Career centered education seems the most intelligent approach to the education of children. Secondarily and perhaps just as importantly, it encourages the wisest use of limited resources to accomplish the best possible results. My feeling is that career centered education has across-the-board application potential, but I believe it particularly significant in the Newport area where the socio-economic climate for the past 20 or so years has encouraged and brought about some of the most serious problems our area teachers face today."

"While it is difficult to evaluate the benefits of a program after such a short duration, I must never-the-less recommend its continuance based on the enthusiatic reception and implementation of the program by teachers, parents, community leaders and students. I hope sincerely that Newport City Schools will not only be funded for continuing its present career centered educational program, but that they will be given additional grants to expand this much needed approach to education."

"Since the majority of our young people do not go to college it becomes increasingly important to prepare them for the life they will be facing rather than for an educational program they will not have the opportunity to engage in."

"The emphasis on the desirability, necessity and respectability of work is good. The learning about various jobs available for high school graduates in the area is also good. The visiting of business places is good training. The talks by businessmen to the classes is rewarding and enriching to both students and the speaker. The recognition of and actual use of various hand tools will benefit them whatever stage of life they find themselves in."

"The cumulative effect of repeated emphasis along these lines each year will produce young people with a healthy respect for work and for business and confidence in themselves and their ability to face real life situations."

"The program is a good one and should be continued if at all possible."

"The project at this time seems to be a success but a little hard to tell at least until the older students in this first year of the project reach graduation from high school. That is why this project should be funded for additional years. It would seem ridiculous to cancel this project when so much time and effort and just plain hard work have gone into this first year."

"In talking to teachers, parents, and students from several different areas of the district here are just a few observations:
a) Teachers are very enthusiastic about the program.
b) Most of the students are receptive to the program.
c) Parents show little interest and participation in project. A little encouragement from home could mean a lot to the students. Not all the parents but the majority seem apathetic."

CONFERENCES ATTENDED

September 13, 1971. Norean Wilson attended initial meeting of Project Directors of the five projects in Kentucky, to plan for Career Education Conferences to be held during the school year 1971-1972.

October 14 & 15, 1971, Lexington, Kentucky. State Conference on Career Education, Springs Motel. Those attending from Newport:
Sharon Menkhaus, Primary Supervisor
Lona Kemplin, Fourth Grade Teacher
James Esposito, Counselor
Jill Thompson, Counselor
Norean Wilson, Director
An overview of the project and activities being carried out in the classrooms was presented to the conference by the above group. Media used - posters, charts, slides.

November 9 & 10, 1971, Lexington, Kentucky. State Conference on Career Education, Carnahan House. Those attending from Newport:
Sharon Menkhaus, Primary Supervisor
Robert Gearhart, Coordinator of Federal Programs, Newport Schools
James Esposito, Counselor
Jill Thompson, Counselor
Norean Wilson, Director

January 21 & 22, 1972, Lexington, Kentucky. State Conference on Career Education, Carnahan House. Those attending from Newport:
Dr. Tom L. Gabbard, Superintendent of Newport Schools
Jill Thompson, Counselor
James Esposito, Counselor
Mr. Ervin Wolfzorn, Member of Newport Board of Education
Dr. Nicholas Melnick, Northern Kentucky State College
Norean Wilson, Director

March 21, 1972, Lexington, Kentucky. State Conference on Career Education, Springs Motel. Those attending from Newport:
Rebecca Sebastian, Jr. High Counselor
Robert Gearhart, Coordinator of Federal Programs, Newport Schools
James Esposito, Counselor
Jill Thompson, Counselor
Norean Wilson, Director

March 12 to 14, 1972, Barren River State Park. Norean Wilson, Director attended meeting for formulating state policies on Career Education.

February 22, 1972, Boone County High School. Regional Vocational Meeting. Those attending:
Norean Wilson, Director
James Esposito, Counselor
Jill Thompson, Counselor

May 9 & 10, 1972, Louisville, Kentucky. Attended final State Conference on Career Education. Those attending from Newport:
Sharon Menkhaus, Primary Supervisor
James Esposito, Counselor
Robert Gearhart, Coordinator of Federal Programs, Newport Schools
Norean Wilson, Director

May 30, 1972, Frankfort, Kentucky. Norean Wilson attended the CETC and CEPC Committees Meeting to plan for future conferences on Career Education

June 20 to 22, 1972, Henderson, Kentucky. Attended work shop on Career Education.
Norean Wilson, Director
Willie Sowder, Teacher, Arnold School

May 26 & 27, 1972, Bowling Green, Kentucky. Conference on the "Essential Components of Career Education." Those attending from Newport:
Rebecca Sebastian, Jr. High Counselor
Martha Troendle, Jr. High Teacher, Math
Helen Cramer, Jr. High Teacher, Science
Norean Wilson, Director

VISITS BY STATE & UNIVERSITY PERSONNEL TO SITE OF PROJECT

August 30, 1971. Dr. Alfred Mannebach attended In-Service meetings.

September 24, & 25, 1971. Dr. Alfred Mannebach, University of Kentucky, and Patrick West, State Department of Early Childhood Education, attended the Curriculum Team work session as Consultants for planning the writing of Instructional Unit II.

October 18, 1971. Dr. Alfred Mannebach and Dr. Floyd McKinney, of the University of Kentucky, and Miss Virginia Pratt and Mr. James Patton, Northern Kentucky Vocational School, attended a workshop conducted by Dr. Larry J. Bailey on "Introduction to the World of Work Curriculum."

November 19, 1971. Mr. Douglas McKinley and Mr. Gary Steinhilber from the State Bureau of Vocational Guidance, was in our office to discuss the roll of the counselors in the Integrated Career-Centered Curriculum Project.

December 16, 1971. Mr. John Shoemaker, from the State Bureau of Instruction, was in our office to review the project with the director.

December 21, 1971. Dr. Alfred Mannebach spent the day in Newport with the Director discussing the format of the units being written and visiting several classrooms.

January 7, 1972. Mr. Russell Boyd, Mathematics Consultant, Mr. Tony Koester, Foreign Languages and Social Studies Consultant, and Mr. Joe Clark, Reading Consultant, met with the Curriculum Team.

March 3, 1972. Mr. Lynn Hodges, Environmental Education Specialist, met with the Curriculum Team.

April 24, 1972. The Evaluation Team, consisting of Floyd L. McKinney, A.B. Moore, Clarles Pryor, John Pagett, Gary Steinhilber, and Alfred J. Mannebach, visited in our office and then toured each of our six elementary schools and talked with teachers and principals.

To Curb Drop-Outs

'World Of Work' Program Set In Newport Grade Schools

Newport elementary teachers Monday began the work on a new curriculum program designed to show children the relationship of education to careers. The teachers attended their first in-service training session at Arnold Elementary School

Teachers who began planning the new program in July mapped out guidelines and encouraged the 120 elementary teachers to use their own ideas and imaginations in making the classroom more relevant to the child.

THE NEWPORT school system received $95,000 in federal funds for the project aimed at curbing the system's high drop-out rate by helping students become oriented toward career opportunities.

"Take time to sit down and talk to your children individually," Mrs. Norean Wilson, director of the integrated career centered curriculum program, told the group of teachers.

She explained the stages of the program, beginning with an orientation period to help the child improve his self-image and to introduce him to the "world of work." Following this, children will explore various tools used in different jobs, hear about various occupations from community people who visit the classrooms, and take field trips to various businesses and industries to get a first-hand view of the working world.

THE DIRECTOR reminded teachers to attempt to integrate ideas about career opportunities with all other school subjects.

The new program will place more emphasis on family participation in the educational process, Mrs. Wilson added. Two elementary guidance counselors hired this summer, Miss Jill Thompson and James Esposito, will work closely with children and parents in developing the new curriculum.

"We want you to enter into it with a free spirit, Mrs. Wilson told the teachers, pointing out that the educational experiment will be a learning period for teachers also.

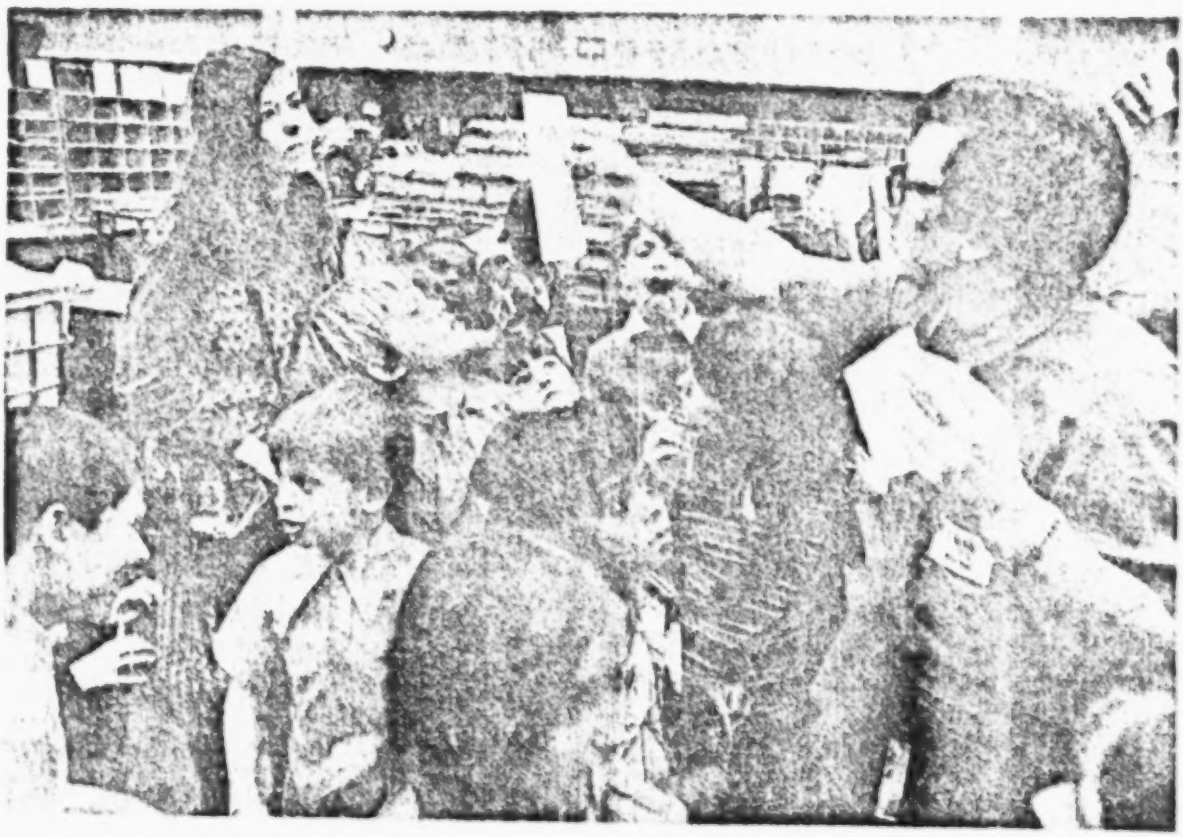
In-service training will continue today with a panel discussion and question and answer session to prepare teachers for the first day of school Wednesday.

TEACHERS WILL have more in-service training days throughout the year, and will plan their new activities with members of the career curriculum team.

The team, composed of teachers who worked on the new project this summer, includes Mrs. Norma Jolly and Mrs. Hazel Turner for grade one; Mrs. Edna Taulbee and Mrs. Patty Anderson for grade two; Miss Nola Rowley and Mrs. Anne McDaniel for grade three; Mrs. Lona Kemplin and Mrs. Thelma Teremi for grade five and Garland Turner and Mrs. Wilson for grade six.

"To Curb Drop-Outs"

Article printed in Cincinnati Enquirer,
September, 1971



STAFF PHOTO BY JIM BAILEY

'And here's a letter for . . .'

Miss Carolyn Rees' third grade class at Arnold School, Newport, went to the post-office to learn a practical lesson. How the mail goes through. The children were met by John Ruehl, distribution clerk, who served as their tour guide and explained the postal procedures.

"And here's a letter for...." Field Trip for Career Education

Kentucky Post, March 1972

Article printed in the Cincinnati Enquirer, April 9, 1972.

Newport Students Learn 'Real World' Needs

'Value Of Work' Taught In Classroom

By CHARLES ETSINGER
Enquirer Reporter

Vocational choice is a process — not a one-shot decision — and the process begins early in life, so say leaders of an integrated Career-Centered Curriculum project now under way in grades one through six in Newport public schools.

The program that attempts to reflect realistically the needs of children when they leave school and to trim the number of dropouts.

Considered an innovative model of career education, the project is supported by $35,000 from the Bureau of Vocational Education, Frankfort. Only four other Kentucky public school systems, Pikeville, Manchester, Henderson and Bowling Green, have similar education-al projects.

Newport Supt. Tom L. Gabbard considers the program "highly successful." It involves about 2700 students and 120 teachers under the the direction of Mrs. Norean Wilson, special education teacher.

"It has been a real staff effort to which the curriculum team has devoted a terrific amount of time," Gabbard says.

A Citizen's Advisory Council is also an important part of the program.

The superintendent wants the program expanded into the junior high schools.

The curriculum integrated with regular instruction, is intended to provide students with a background of "real life" situations and an entrance to "the world of work." It also seeks to teach them how to use leisure time to advantage.

"WE BELIEVE," one project leader said, "we will instill in students awareness of the importance, and the *desire* for doing work ... awareness of the dignity of work ... We believe these attitudes will result in each learner wishing to do an honest day's work for an honest day's pay."

Project Director Mrs. Wilson says that in the past the Newport elementary school curriculum had been academically centered, implying preparation for higher education.

"This meant a great inadequacy in our curriculum, since the majority of our students do not finish high school, much less go on to higher education," she explains.

Mrs. Wilson continues, "Major attention is being directed now to vocational programs partly because of the increased emphasis and money devoted to career education by the U. S. Office of Education, and partly because of protests from industry that education is not turning out students with employable skills."

EMPHASIS in the Newport program is placed on:

- Attitudes that help children want to succeed and accept responsibility.
- Knowledge of the economic system and broad career choices.
- Skills in using tools and materials, and to improve communication.
- An in-service training program that instills in teachers the project objectives.

Besides Mrs. Wilson, who has taught in the Newport system 19 years, the personnel for developing and implementing the program consists of two guidance counselors, James Esposito and Jill Thomas; a secretary, Mrs. Judy Slone, and 12 elementary teachers who plan the work.

Those who have served on the curriculum team include Norma Jolly, Hazel Turner, Sally Coomes, Lona Taulbee, Patty Anderson, Nola Rowley, Anne McDaniel, Lona Kemplin, Thelma Terrell, Sue Fristoe, Edward Griffith, Garland Turner, Mike Jacobs, Mike Vidas and Mrs. Wilson.

Others involved in the project have been Robert E. Gerhart, federal program co-ordinator for the school system; James Patton and Virginia Pratt, both of Northern Kentucky Area Vocational School, Covington, and Dr. Nicholas Meinkiff, Northern Kentucky State College.

The project staff worked six weeks developing the format. It is in three 12-week units, with an overall theme of "Me and My World."

Unit One, "Me," is aimed at helping each child understand himself, in relation to his family, school and community.

Unit Two is "Inside My Work," with a textbook on career information, and real tools used on some of the jobs studied.

Unit Three titled "Exploring My World" also will include grades seven and eight, according to current plans.

This 12-week period will be devoted to field trips to industries and businesses to expand their understanding of the world of work.

The project's Citizen Advisory Council meets monthly to help integrate the school curriculum with the entire community. The council, with members from many walks of life, will invite doctors, nurses, dentists, cab drivers, barbers, beauticians, plumbers, welders, waitresses, architects, bankers, police and firemen, businessmen, even bookkeepers, to visit classes explain their work and training required for it.

Later, some classes will visit shops, stores, banks and other businesses.

Currently, the advisory council consists of Walter Dunlevy, Chamber of Commerce executive; Mayor Roland Vorier; Lewis Williams, William Williams and Don Bauer, bankers; William Seibert, Stanley Statman, Mr. and Mrs. Allen Nie, business people; Police Sgt. Thomas Porter and Pfc. Jerry Early. The council will be expanded as the program develops.

SUPT. GABBARD explains that the work of a bookkeeper, for instance, might be outlined as part of career education in the study of mathematics, or the work of an engineer in the study of science, the work of a journalist when English is being taught.

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